

1) Strategic Scheduling: Maximizing data, physical and fiscal resources to ensure maximum number of students receive courses and services that they need to meet their educational goal.

GOAL: A student-centered schedule that facilitates the successful implementation of guided pathways.

<p style="text-align: center;">HIGH EFFORT/LOW IMPACT <i>Contains the activities that require a lot of effort and are of a low impact</i></p> <ul style="list-style-type: none"> • Revisit 16 week schedule & determine if our current blocks are working • Evaluate current practices so that scheduling process, text or desc schedule of classes, advertising late start can occur earlier for student reg. • Strategic scheduling of short-term & Saturday classes 	<p style="text-align: center;">HIGH EFFORT/HIGH IMPACT <i>Contains the activities that require a lot of effort and are of high impact</i></p> <ul style="list-style-type: none"> • Consider one or two year scheduling rather than semester scheduling • <u>Further</u> define criteria for course addition/reduction to schedule. • Give Depts/Divisions classroom & FTEF “budgets” for the schedule (include analysis of # enrolled & prime optimization of prime time slots.) • Expand dual enrollment to maximize use of the facilities & ↑ access to 1st gen HS students • Visual schedule builder implementation & direct student schedule creation & handout date for planning schedule.
<p style="text-align: center;">LOW EFFORT/LOW IMPACT <i>Contains the activities that require little effort and are of low impact</i></p> <ul style="list-style-type: none"> • Pull data on course drop reasons/timing • Track the # of students who try to add a section when it is already full & use PLSC to project. 	<p style="text-align: center;">LOW EFFORT/HIGH IMPACT <i>Contains the activities that require little effort and are of a high impact</i></p> <ul style="list-style-type: none"> • Allow NEW schedule blocks for the Brentwood Center • Review degrees & certificates for “bottleneck” courses not offered consistently/at all locations →consider for CVC/OEI • Review course sequencing (not all students begin their educational journey in fall). • Identify a scheduling solution that considers both the PT & FT students that keeps them on the path to completion of a credential.

What data is needed to implement/inform these activities?

- 1.
- 2.
- 3.

Question: What is computer-assisted 1(2) year schedule?

2) Integrated Student Support/Retention: A holistic suite of student support designed to increase retention, persistence and completion throughout the student lifecycle both in and out of the classroom that align with guided pathways.

GOAL: Promote student success by improving access, engagement, persistence, and completion.

<p style="text-align: center;">HIGH EFFORT/LOW IMPACT</p> <p style="text-align: center;"><i>Contains the activities that require a lot of effort and are of a low impact</i></p> <ul style="list-style-type: none"> • ASAP • Support & Inspire faculty to try new pedagogy & strategies for retention <ul style="list-style-type: none"> ○ Currently ○ Could move to HE/HI if accountability 	<p style="text-align: center;">HIGH EFFORT/HIGH IMPACT</p> <p style="text-align: center;"><i>Contains the activities that require a lot of effort and are of high impact</i></p> <ul style="list-style-type: none"> • Implementation of Early Alert • Partnerships w/mental health/wellness community members • Create online support/review/orientation to online classes including student service • Identifying students' basic needs & to provide targeted services & interventions • First year experience w/success teams. Career assessments & targeted interventions.
<p style="text-align: center;">LOW EFFORT/LOW IMPACT</p> <p style="text-align: center;"><i>Contains the activities that require little effort and are of low impact</i></p> <ul style="list-style-type: none"> • College success courses in HS & Adult Ed • Child Study Center hours should accommodate student/block schedule w/emergency drop-in options 	<p style="text-align: center;">LOW EFFORT/HIGH IMPACT</p> <p style="text-align: center;"><i>Contains the activities that require little effort and are of a high impact</i></p> <ul style="list-style-type: none"> • Update new student orientation <ul style="list-style-type: none"> ○ Look at module based, in person, on time info • Verify program/major • Counselors going into classrooms to engage students about counseling services.

What data is needed to implement/inform these activities?

- 1.
- 2.
- 3.

3) Curriculum Analysis: Systematic review and evaluation of current and potential curriculum that ensures the ability to meet the college mission.

GOAL: Examine current and innovative high impact curriculum practices to facilitate student goal completion in alignment guided pathways.

TES College Source Evaluation Database
Course Leaf

<p style="text-align: center;">HIGH EFFORT/LOW IMPACT</p> <p style="text-align: center;"><i>Contains the activities that require a lot of effort and are of a low impact</i></p>	<p style="text-align: center;">HIGH EFFORT/HIGH IMPACT</p> <p style="text-align: center;"><i>Contains the activities that require a lot of effort and are of high impact</i></p> <ul style="list-style-type: none"> • Integrated articulation process n curriculum development & reviews to ensure courses lead to transfer success. • Adding a broader range of courses to our local GE pattern.
<p style="text-align: center;">LOW EFFORT/LOW IMPACT</p> <p style="text-align: center;"><i>Contains the activities that require little effort and are of low impact</i></p> <ul style="list-style-type: none"> • Ensure that COORS are current. (CSLOs & PSLOs are current also). 	<p style="text-align: center;">LOW EFFORT/HIGH IMPACT</p> <p style="text-align: center;"><i>Contains the activities that require little effort and are of a high impact</i></p> <ul style="list-style-type: none"> • Re-evaluating current ADTs & comparing courses available on TMCs to add courses already offered by LMC. • Use EMSI data to support programs. (activate/deactivate) • Curriculum that meets student needs as well as can be completed quickly. (Use of program mapper, dept suggestions sequencing) • Create programming that supports students in identifying a goal early. The program would mimic a 1yr experience in that wrap around services would be incorporated. • Implement (develop) a funneling model for GE curriculum within degree pathways to provide students w/flexibility in case they change their mind/path to allow for students to change paths w/minimal credit accumulation irrelevant to completely new path (reduce excess credits).

What data is needed to implement/inform these activities?

1. Current list of course to course articulation
2. SQL Reports Programs
3. eLumen

4) AB705 Implementation: The alignment of college policies and procedures to ensure that the college is in compliance with the legislative mandate designed to meet the Vision For Success (VFS) goals statewide.

GOAL: New students who are degree seeking and transfer seeking will complete transfer-level math and English within their first year of enrollment. **Dual Enrollment?**

<p style="text-align: center;">HIGH EFFORT/LOW IMPACT <i>Contains the activities that require a lot of effort and are of a low impact</i></p>	<p style="text-align: center;">HIGH EFFORT/HIGH IMPACT <i>Contains the activities that require a lot of effort and are of high impact</i></p> <ul style="list-style-type: none"> ● Supplemental Instruction ● Create online versions of support classes ● Professional development for faculty and staff. e.g. 1st year Friday workshop ● Improve outreach to HS partners to facilitate self-placement & career exploration to align HS curriculum/pathways with LMCs. ● Winter break case mgt for students w/WOF ● Online videos to advise students on math/English classes for associated major.
<p style="text-align: center;">LOW EFFORT/LOW IMPACT <i>Contains the activities that require little effort and are of low impact</i></p> <ul style="list-style-type: none"> ● Consider gaps that Adult Ed schools can fill when students are not successful in math or English <ul style="list-style-type: none"> ○ Consider offering AE courses on LMC campus for these students ○ Avoid stigma of being referred to AS ● Identify those w/o GEDs and offer a GED section on campus. ● Capture accurate summary of English/math alternatives completions/transcript evals, AP, dual enrollment, etc. 	<p style="text-align: center;">LOW EFFORT/HIGH IMPACT <i>Contains the activities that require little effort and are of a high impact</i></p> <ul style="list-style-type: none"> ● Recommend taking stats in 1st semester ● Offer paired support classes across the schedule, pattern to equitize access ● Increase courses offered in various formats, e.g. hybrid, late start across the scheduling pattern.

What data is needed to implement/inform these activities?

- 1.
- 2.
- 3.

5) Distance Education: Distance Education as defined by the California Code of Regulations (CCR): “Instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology” (5 CCR § 55200).

GOAL: Build a culture and infrastructure of outstanding online teaching and learning

<p style="text-align: center;">HIGH EFFORT/LOW IMPACT</p> <p style="text-align: center;"><i>Contains the activities that require a lot of effort and are of a low impact</i></p> <ul style="list-style-type: none"> • [Awareness campaign] embedding student services modules (Cranium café, Net Tutor, etc.) to move beyond early adopters • [SS Canvas Module] 	<p style="text-align: center;">HIGH EFFORT/HIGH IMPACT</p> <p style="text-align: center;"><i>Contains the activities that require a lot of effort and are of high impact</i></p> <ul style="list-style-type: none"> • Student Experience <ul style="list-style-type: none"> ○ Welcome Letter ○ How To's ○ Mandatory Orientation <ul style="list-style-type: none"> ▪ Hybrid or in person ○ Student services • Canvas Help <ul style="list-style-type: none"> ○ Ticket system ○ Student facing/faculty facing (maybe the CORE) • Survey – students regarding <ul style="list-style-type: none"> ○ Interest ○ Preparedness ○ Internet/computer access • [SS Canvas Module] • 2 year online educ offerings • Cyber-session <ul style="list-style-type: none"> ○ SS cyber-staffing & support ○ “Priority registration & college assignment” • Accessibility (caution sign w/exclamation point)
<p style="text-align: center;">LOW EFFORT/LOW IMPACT</p> <p style="text-align: center;"><i>Contains the activities that require little effort and are of low impact</i></p> <ul style="list-style-type: none"> • Social media campaign <ul style="list-style-type: none"> ○ Contest→Student Life 	<p style="text-align: center;">LOW EFFORT/HIGH IMPACT</p> <p style="text-align: center;"><i>Contains the activities that require little effort and are of a high impact</i></p> <ul style="list-style-type: none"> • Monthly Inquiry/Teaching Community <ul style="list-style-type: none"> ○ Faculty Zoom ○ A synchronous focus on retention & support • PD including a series of POCR Training Becoming An Effective Online Instructor • Dynamic Forms <ul style="list-style-type: none"> ○ Training for Fac/Staff ○ Schedule/Catalogue <ul style="list-style-type: none"> ▪ Online ▪ Pittsburg ▪ Brentwood • Canvas Help • Establish consistent Funding source • Automate Waiting List <ul style="list-style-type: none"> ○ Expand beyond/offer hybrid /online • Marketing the CNC-Exchange to students that need to complete a _____ • Train Counselors • “Branding vs Stigma” • Cyber-session means credit recovery program • Hiring instructional designer/accessibility standards • [Canvas Help]

What data is needed to implement/inform these activities?

1. Success data for online courses
2. # of face-to-face vs online
3. Analysis of types of courses in relationship to meta majors//high impacted courses
4. Down the line: Success rates in relationship to orientation participation